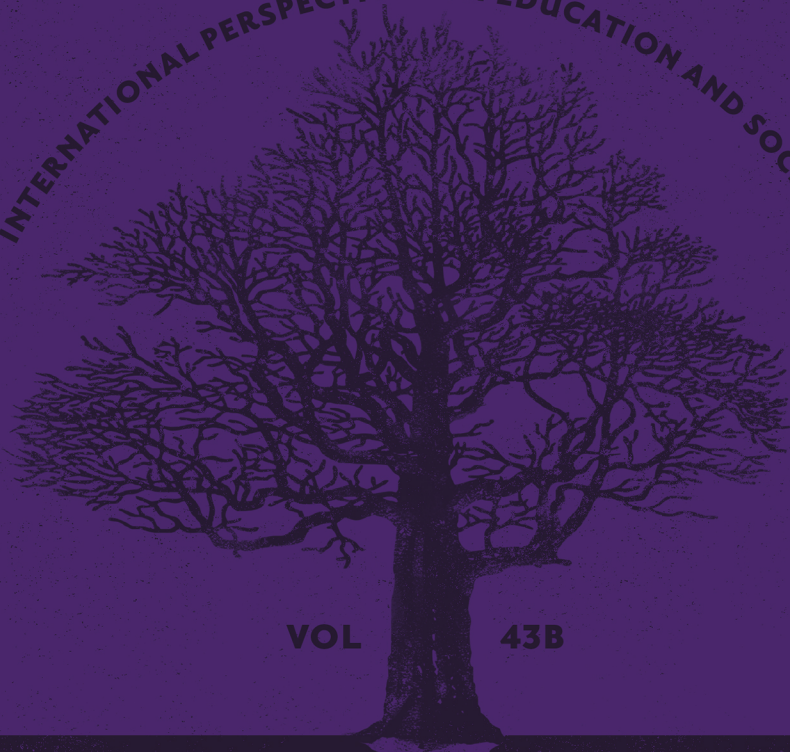


INTERNATIONAL PERSPECTIVES ON EDUCATION AND SOCIETY



VOL

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WORLD EDUCATION PATTERNS IN THE GLOBAL SOUTH

The Ebb of Global Forces and the Flow
of Contextual Imperatives

Edited by

C.C. WOLHUTER
ALEXANDER W. WISEMAN

**WORLD EDUCATION PATTERNS
IN THE GLOBAL SOUTH**

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FLOW OF CONTEXTUAL
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PREFACE

World Education Patterns

Global South Volume

Identifying the global patterns within and across educational systems worldwide is a significant challenge, and one that has been addressed throughout the history of comparative and international education scholarship and practice. This volume is the second in a pair of companion volumes addressing *World Education Patterns: The Ebb of Global Forces and the Flow of Contextual Imperatives*, which focuses on education in the Global South, broadly defined. The first volume, which focuses on education patterns in the Global North, begins with three aligned chapters by C. C. Wolhuter. These three chapters develop a fundamental framework for the comparative and international examination of education based on context and an understanding of the role of globalization on educational policy and practice (see “Terra Invicta: Comparative and International Education” in the Global North volume). Wolhuter’s second framing chapter provides a set of several contextual markers, including geography, demography, economy, technology, society, politics and policy, religion and culture. Using these markers, Wolhuter suggests that educational patterns can begin to be unraveled and recognized across otherwise unique and often unrelated contexts (see “Terra Incognita: The Challenging Forces of the Unprecedented 21st Century Globalized Societal Context” in the Global North volume). Finally, Wolhuter’s third chapter in the first volume examines the educational response to globalization with a specific focus on mass education enrollment and the development of global agendas regarding education (see “Terra Nova: The Global Education Response” in the Global North volume).

In this volume, which focuses the question of world education patterns on the Global South, authors focus more on the role that external forces of globalization have influenced education in specific countries and regions. Olena Lokshyna investigates how national education developed in Belarus, Russian, and Ukraine as a result of both globalization and Europeanization. Awatif Boudihaj and Meriem Sahli explain how education development occurred and continues to occur in the Middle East and North Africa (MENA) region. Likewise, Guldana Akhmetova, Duishon Shamatov, and Mir Afzal Tajik overview educational patterns and contexts in the Central Asian countries of Kazakhstan, Uzbekistan, and Kyrgyzstan. V. Santhakumar similarly examines the intersection of globalization and context in the South Asian countries of India, Pakistan, Nepal, Bangladesh, Bhutan, and Sri Lanka. Vina Adriany, Irwan Gunawan and Rita Anggorowati get more specific in their investigation of early childhood education and neoliberalism in Southeast Asian countries, including Indonesia, Malaysia, Vietnam and Myanmar.

Thiên Nguyễn Hoàng explicitly uses Wollhuter's frameworks to examine Vietnamese education in the effects of globalization on it, while Donella J. Cobb, David Fa'avae, and Anna Joskin interrogate the global-local dialect in Oceania by looking for the specific with the "ocean" of globalization. Ileana Rojas-Moreno and Zaira Navarrete-Cazales take a more historical approach to understanding how society and education intersect in Latin American and the Caribbean broadly speaking, which is complemented by Luis Enrique Aguilar, Eliacir Neves França, and Ana Elisa Spaolonzi Queiroz Assis's discussion on the development of the Brazilian education system. Gilberto Garcia Batista provides a rare internal perspective on comparative education and the development of education in Cuba, as well. And, finally, C. C. Wollhuter provides an insightful survey of educational development in sub-Saharan Africa.

The Global South-focused chapters in this volume lean more toward the survey or descriptive at times, but that basic understanding educational patterns in the Global South is often what is lacking the most in comparativists' broader scholarship and practice in these regions. By examining educational patterns in both the Global North and Global South through the two companion volumes of *World Education Patterns*, readers not only understand more fully what the contextual factors are, but also how they either uniquely intersect or follow a more common or shared set of structures, expectations, policies, and practices. Either way, the goal of these volumes is to bring the role and importance of context in understanding education worldwide back to the fore of comparative and international education scholarship and practice and remind readers of the importance of being thoughtful and diligent about both the differences and similarities in education that result.

Alexander W. Wiseman
Series Editor